



**STANDARDS & QUALITY REPORT AND  
IMPROVEMENT PLAN**

**FOR**

**DUNNOTTAR SCHOOL**



**LAST UPDATED: September 2016**

“Education & Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire.

## E&CS Services

Aberdeenshire Council and Education and Children's Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.



## 1. Context of the School

The first Dunnottar School was in existence at the end of the 17th Century and the second school from 1853-1889. The decision to build a new school was taken by the Dunnottar School Board in 1886, and the site chosen was the garden of the "Dominie": the name then given to the master in charge. This put the present school across the other side of the High Street, almost directly opposite the second school, which, until its demolition in 1984, had been used by the pupils for physical education, and as a Drill Hall by the Army and latterly by the District Council as a store.

The school is situated in the old part of Stonehaven. It serves the children from the old town of Stonehaven and the rural areas around Stonehaven. The Glenury and Braehead estates are included in our zoned area. On leaving Primary School the pupils transfer to Mackie Academy.

The school roll for session 2016-17 is 205 pupils. We have a Nursery based on the Carronhill campus which can take up to 20 children per session. The nursery pupils visit the school weekly. The current Head Teacher took up post in August 2014. The Depute Head took up post in a full time capacity as of January 2015.

This session we have 9 classes. Our team consists of 9 full time class teachers (including 1 probationer), 4 part time class teachers, PSAs, an Administrator, 2 part time Clerical Assistants, 4 Catering Staff Members, a School Crossing Patroller, 2 Cleaners and a Janitor (all of whom are part time). The school shares ASL staff with the cluster, currently there are 3 part time members of staff working with the school to support learning totalling 0.9FTE. Non-class contact is covered internally.

School provides education for children aged 4 –12 in primaries 1-7. Our Active Schools Coordinator provides a wide range of additional active and sporting activities for our children. We work closely with a range of support agencies and volunteers to provide the best possible experience for our children. There is a strong collegiate ethos between staff and a culture of learning and school improvement.

- Vision Statement

### School Motto – **We Shine**

**WE SHINE** – Welcoming, Engaging, Safe, Honest, Inclusive, Nurturing, Equal

At Dunnottar School, we endeavour to be a Centre of Excellence, where children can achieve their full potential in their academic, creative, personal, physical, moral and spiritual development. We recognise the benefits to the pupils of parents and staff working together for the all-round development of each child.

Good behaviour and positive attitudes are fostered through praise and recognition. Pupils are encouraged to value themselves and others and develop effective citizenship skills. These skills are fostered through co-operative learning activities.

We encourage pupils to take responsibility within the school. This allows them to have a say and contribute to the life of the school as effective contributors. Some of the ways that we do this are:

- Buddy Schemes - P3 pupils are paired with P1 pupils and help them to settle into school life
- JRSO (Junior Road Safety Officer) - deliver important messages on road safety
- Playground Committee - teach younger children to play co-operatively
- ECO group/Allotment Committee - help the school become more environmentally friendly
- Pupil Council – represent their class when making decisions linked to school improvements

<ul style="list-style-type: none"> <li>• Charity Group - make decisions about charity events</li> <li>• House Captains, Vice Captains and Prefects – lead whole school events and support SMT with school visitors and community events as well as specific daily tasks to support the running of the school</li> <li>• Digital Literacy Leaders</li> </ul>
<ul style="list-style-type: none"> <li>• Ethos of the school and wider learning community</li> </ul> <p>Community links are a valued part of school life. Dunnottar School has a very supportive Parent Council and an extremely active and enthusiastic Parent Teacher Association (PTA). Dunnottar School Parent Council has eight parent members, two co-opted members and two staff members. The Head Teacher acts as adviser to the Council. These groups support improvement activities and raise additional funds to provide many extras for the pupils in the nursery and school.</p> <p>We offer many opportunities for our learners to enjoy first-hand experiences outdoors. Such experiences motivate our children to become successful learners and to develop as healthy, confident, enterprising and responsible citizens. We regularly visit the Library, Dunnottar Woods, Mineralwell Park, the school's allotment next to Baird Park, the beach and Stonehaven harbour. We also regularly use Stonehaven's Town Hall, Stonehaven's Leisure Centre and St Bridget's Hall to support the delivery of Expressive Arts and HWB.</p> <p>We are a "Rights Respecting School" and are very proud to have been reaccredited at Level 2.</p>
<ul style="list-style-type: none"> <li>• SIMD</li> </ul> <p><b><i>Only 1.4% of our pupils are less than the 7<sup>th</sup> decile. Majority of our pupils (83%) are in deciles 8, 9 and 10.</i></b></p>
<ul style="list-style-type: none"> <li>• Overall strengths of the school</li> </ul> <p>Here at Dunnottar School we have a lot to be proud of but in particular we have noted the following key strengths:</p> <ul style="list-style-type: none"> <li>• Effective collaborative working practices and collegiality across the school. All staff are fully involved in the process of school improvement. Lead professionals create and evaluate specific action plans which contribute towards school improvement.</li> <li>• Pupil and parental involvement in the life of the school.</li> <li>• Effective strategies are in place to improve attainment results and increase wider achievements for children and young people facing challenges such as those who are looked after and those with additional support needs.</li> </ul>

## 2. How good is our school?

### How good is our leadership and approach to improvement? 1.3

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is Very Good
Strengths
<ul style="list-style-type: none"> <li>• All stakeholders were involved in the creation and ongoing review of the vision, aims and values of the school.</li> <li>• Staff are actively involvement in improvement planning &amp; school development work. Staff regularly audit the school to inform next steps for improvement. All staff members are involved in the evaluation of progress and the identification of future priorities.</li> <li>• All collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress</li> </ul>

made.

- A range of approaches are used to gather views and ideas in order to further improve the school. (Computer based questionnaires, carousel discussions, team meetings, individual meetings)
- Staff understand the value of self-evaluation and improvement planning. A culture which promotes a need for a shared vision for change and improvement which is meaningful and relevant to the context of the school within our community.
- “Pastoral & Attainment Meetings” give teaching staff an opportunity to discuss improvements/next steps.
- Recent increased staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Weekly planning formats encourage regular self-evaluation.
- The school’s robust Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching. Classes are observed regularly, jotters are sampled, and planning formats are monitored.
- Peer monitoring is encouraged to further improve quality teaching and learning. Most class teachers are very reflective practitioners.
- We regularly share good practice.
- Regular CPD opportunities are offered to staff. Staff are actively involved in CPD activities linked to improvement planning.
- Pupils, parents and staff are consulted and actively involved in evaluating the school. (Examples include – electronic questionnaires, pupil/parent voice, written feedback forms.)
- All stakeholders are encouraged to share their views and influence school improvement.
- Staff engage in moderation exercises with cluster schools.
- The Head Teacher makes use of the expertise of cluster Head Teacher colleagues in order to inform next steps in planning for improvement.
- DHT regularly consults cluster colleagues & authority experts when considering change and improvements concerning the Nursery.
- DHT ensures that all of the Nursery staff are involved in the process of self-evaluation.
- We have an effective system to share standards in curricular areas such as Numeracy & Writing and we track pupil progress, attainment and wider achievements in Literacy, Numeracy and Health and Wellbeing. These arrangements together with the School Improvement Plan are delivering impact across the school and leading to increased levels of attainment.
- We track wider achievement using Interactive Learning Diaries as well as keeping an audit trail of extra-curricular activity involvement. This helps to forward plan when creating opportunities for wider achievement.
- Children’s achievements outside school are recognised and celebrated. (Example – Head Teacher’s Award, Wider Achievement display area.)
- As a school we ensure that we ensure that self-evaluation looks both inwards and outwards giving consideration to both the local and national agenda.
- SLT effectively use individual skills and talents in order to lead improvements.
- There is an ethos of leadership at all levels in existence across the school. Teaching staff have created working groups to take forward School Improvement Priorities in 1+2, Science & RME.
- The school has hosted cross cluster CLPL & moderation sessions to support a shared understanding of standards – for example, in PE & Outdoor Learning.
- There are opportunities for leadership across the school community with staff, learners and parents taking the lead in a range of projects and initiatives.
- In order to ensure continuous improvement all teaching staff and PSAs engage in yearly reviews through Professional Review and Development or corporate Appraisal as appropriate. Teaching staff reviews are conducted in line with the Standard for Registration giving staff the opportunity to engage in clear, focused self-evaluation leading to clear targets for development over the coming session.
- New Target Setting ensures that we continue to develop our work on our pace and challenge. Our tracking of attainment through PIPs/INCAS and Curriculum for Excellence allows us to evaluate work carried out and identify priorities for future development

<ul style="list-style-type: none"> <li>• Almost all children can talk about their strengths, progress and next steps and pupils are actively involved in their learning. Interactive Learning Diaries are used to track progress. Regular target setting/next steps discussions are conducted within each class. In nursery, floor books are used to capture and respond to children's interests and involve them in the planning process.</li> <li>• Pupils demonstrate a positive attitude to learning and are keen to improve. Pupils are encouraged to develop as reflective learners.</li> </ul>
Next steps
<ul style="list-style-type: none"> <li>• Monitor our tracking of wider achievement and the impact it is having on individual learners. Link to Skills for Life project which is currently being evaluated.</li> <li>• Increase staff awareness of the importance of self-evaluation, through the use of HGIOS 4 and NIF in the school improvement agenda.</li> <li>• Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace &amp; challenge.</li> <li>• Self-evaluation and learning visits to be developed further both in school and with neighbouring school.</li> <li>• Evaluate as a community how effective we are at nurturing creativity and innovation.</li> </ul>
How do we know?
<ul style="list-style-type: none"> <li>• "Looking Inwards" (ie, sources used for self-evaluation in the school)</li> </ul>
<p>Termly "Pastoral &amp; Attainment" tracking meetings.  Annual QA procedures calendar  Regular audits - school improvement plans  PRD  Pupil Profiles – Interactive Learning Diaries</p>
<ul style="list-style-type: none"> <li>• "Looking Outwards" (ie, self-evaluation via collaboration with partners)</li> </ul>
<p>Survey Monkeys  Questionnaires  Twitter feed. (Increased use by all stakeholders - 320 followers/Over 1130 Tweets in the last year.)</p>

### **How good is the quality of care and education we offer? 2.3**

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is Very Good
Strengths
<ul style="list-style-type: none"> <li>• The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.</li> <li>• The ethos of the school reflects a commitment to childrens' rights and positive relationships. Each class creating their own class charter and positive welcome door.</li> <li>• The majority of learners are achieving within or above the expected level for their ages and stage.</li> <li>• Very good use of PSAs and ASL staff to support learners in order to reach their maximum potential.</li> <li>• SLT regularly review the academic and pastoral needs of all learners. Weekly SLT "Children to Note Meetings", termly "Pastoral and Attainment Meetings", termly SLT/ASL meetings.</li> <li>• ASL staff are used well to support pupils in class through; team teaching, by creating individualised programs of work and when developing IEPs.</li> <li>• Most pupils achieve high standards and talk confidently about their learning. Pupils working below/above the expected levels receive targeted support from CT, PSA and ASL staff.</li> <li>• Class Teachers have an excellent knowledge of each child and their learning needs.</li> </ul>

- The HT has developed a robust Tracking, Monitoring and Review system (TMR) which tracks whole school attainment.
- Standardised assessments (ePIPS and INCAS) in P1, P3, P5 and P7 are used and analysed to discuss next steps, improve individual pupil performance and to target Support for Learning/deployment of resources for identified pupil groups.
- Teachers predict the date in which learners will begin to work within the next third of the level for Listening & Talking, Reading, Writing, Numeracy and HWB.
- Teachers plan together and have a shared understanding of CfE levels. They use the Aberdeenshire Progression Frameworks to support this.
- Moderation activities have had a positive effect on CfE Writing results in June 2016. Overall results had greatly improved and this was backed by evidence through QA activities.
- Reading moderation activities have improved standards. (Lexile codes & reading ages now put into CfE order. Whole school sessions with a focus on teaching reading strategies. (P1-3 new “Find it, prove it, talk about it” cards being created. P4-7 comprehension strategies taught as a modelling block at the start of each year.)
- P1 End of year ePips data shows that the class average is above the local and national average for Maths and Reading.
- P1 End of year ePips Maths - 100% of the class were on track (13 pupils on track, 3 +, 2 ++)
- Reading – 89% of the class were on track in reading (11 pupils on track, 4 +, 1 ++).
- Learners are supported and encouraged to achieve to the best of their ability, and are assessed using a range of formative and summative techniques.
- Pupils show enthusiasm for all aspects of school life. (Example – Big Walking Bus, House Challenges, extra-curricular clubs, pupil groups.)
- Children can demonstrate achievement towards the 4 capacities. (Example – Weekly certificates presented in assembly/discussed fully and displayed in class.)
- Staff are committed to creating quality active and engaging learning experiences through Curriculum for Excellence.
- Class Teachers work with cluster colleagues to share good practice and develop new skills. (Example – IDL 3 year planning grid, writing moderation session, transition links with Mackie, 1+2 sessions, Film Education Project.)
- Technology is used regularly as a learning stimulus and pupils use it confidently to support their learning. Digital Literacy focus week successfully used to increase staff confidence in using technology in a variety of curricular areas.
- Good engagement and links have been created with local community/businesses/groups. (Example – Stonehaven Community Council, Round Table, Local Churches, Brickfield Motors, Bank of Scotland, Aberdeen Considine, Stonehaven Lions, Specsavers, RNLI, TePL links.)
- Individualised positive behaviour systems are in place in every class to motivate pupils.

#### Next steps

- Continue to embed Visible Learning approaches from Nursery to P7 and promote a growth mindset across our whole school community, with a view to raising attainment for all. (Links with Julia Morton, Sarah Gear & Heather Knowles (parents) – staff sessions/pupil workshops.)
- Further develop staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Monitor our tracking of wider achievement and the impact it is having on individual learners.
- Evaluate Numeracy/Maths planners with the view to raising attainment for all, considering closely pace and challenge. Particular emphasis on the use of Big Maths to improve mental arithmetic.

#### How do we know?

- “Looking Inwards” (ie, sources used for self-evaluation in the school)

<p>Tracking systems  Standardised Assessment data  QA procedures  Pupil groups  Forward planning  Welcome positive doors to each classroom  Class charter displays.</p>
<ul style="list-style-type: none"> <li>• “Looking Outwards” (ie, self-evaluation via collaboration with partners)</li> </ul>
<p>Parental feedback following events  Surveys  Wider achievement tracking system  Parental feedback on profiles (ILD pilot in Nursery, P2 and P6 last session. Whole school this session.)  Moderation of Listening &amp; Talking – Across the cluster.  Create a “Staff Hidden Talents” display area.</p>

### **How good are we at improving outcomes for all our learners? 3.2**

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is Good
Strengths
<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>• We have a clear curriculum rationale, developed in partnership with learners &amp; parents and based on our shared vision &amp; values, our local context and national design principles, and which aims to develop the four capacities in our learners.</li> <li>• Our curriculum is varied, continually refreshed to maintain relevance and makes use of our local area as a rich learning resource.</li> <li>• A consistent approach to planning across the nursery and school provides a clear overview of coverage and opportunities for depth of learning experience, ensuring progression with appropriate pace and challenge for individual learners.</li> <li>• Staff are developing their understanding of, and confidence in, expected standards in literacy and numeracy. Planning formats ensure that staff are engaging with the SALs and the benchmarks within the Aberdeenshire Curriculum Frameworks.</li> <li>• Staff have a shared understanding of IDL and plan opportunities for investigations around this as well as cross curricular experiences and learning within discrete subject areas. Pupils actively engaged in planning their learning. (Example – New “Context for Learning Grids”). Co-operative learning strategies are regularly employed.</li> <li>• Our School engaged in cluster wide project to bundle outcomes in Science, Social Studies, Expressive Arts and Technologies within a 3 year rolling programme, focusing on outcomes and skills to ensure a coherent and progressive curriculum which provides breadth and balance.</li> <li>• Teaching staff have an increased awareness of the national priorities of ‘Raising Attainment for All’ and ‘Closing the Gap’. ASL regularly review the available data, plan appropriately use timely interventions.</li> <li>• Staff routinely plan together across levels and deliver learning collaboratively, where appropriate, with learners in mixed or same stage groups working together with different members of staff.</li> <li>• Curriculum workshops and curriculum evenings give parents a clearer understanding of what, why and how we deliver the curriculum. (Focus for session 2016-17 – maths/homework/changes to reporting.)</li> <li>• Pupil friendly IEPs are in existence for pupils with pupils, parents, class teacher, ASL</li> </ul>

teacher and HT being involved in the process.

- Planning is differentiated to meet individual needs. ASL and PSA time is targeted appropriately and links to the Schools ASN Audit.
- A very effective transition programme from Nursery into P1 exists, maintaining very good links with our local early years' partner providers. (The Croft, Simpsons, Babes) Staff visit new pupils in familiar setting, positive parental sessions, interactive new pupil sessions.
- A programme which ensures effective pastoral transition from P7 to S1 is in place with strong links to the Guidance and SfL teams at the Academy. As a cluster however, we recognise the need to improve upon curricular transition and have begun to address this.
- Extended transition programmes are in place if required. (Example – Pre-school settings, Mackie.)
- Staff work well with members of the community to develop class and whole school learning activities which support pupils to make cross-curricular links and identify with the wider world. In particular our work with both allotments.)
- Effective teamwork across the school and Cluster supports curricular development and CPD. (Recent focus HWB, 1+2)
- Pupil Support Assistants have excellent relationships with children throughout the school and work closely with the class teachers to scaffold children's learning.
- Pupil links with Cluster schools provide opportunities for extra-curricular sports and activities.
- Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers, DHT and the HT. Parents are kept well informed about the curriculum and how they can support their children. (Example – Newsletters, homework, open afternoons, Twitter, Nursery e-mail system.)
- Excellent links exist between the school and the Active Schools Co-ordinator leading to a greater choice of extra-curricular activities.
- School has been the pilot school for a reading project by "Giglets", an online/electronic whole class reading resource.

#### Next steps

- Support learners to recognise the relevance of learning in the World of Work through a range of enterprising projects from Nursery to P7 in line with 'Developing the Young Workforce'.
- Planned opportunities for further development skills for learning, life and work.

#### How do we know? – reference to:

- "Looking Inwards" (ie, sources used for self-evaluation in the school)

Tracking systems  
Standardised Assessment data  
QA procedures  
Pupil groups  
Forward planning  
Cluster wide evaluations

- "Looking Outwards" (ie, self-evaluation via collaboration with partners)

Parental feedback following events  
Surveys  
Wider achievement tracking system  
Parental feedback on profiles (ILD pilot in Nursery, P2 and P6 last session. Whole school this session.)  
Twitter feed – parents/carers including @DunnottarSchool in their posts

### **How do we ensure quality, inclusion and promote diversity 3.1**

Performance in this area is Good

#### Strengths

- Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open & supportive working relationships based on trust.
- Respect and empathy are embedded in the ethos of the school.
- We encourage parents to take part in the life of the school through “Open Events”, Assemblies, Curricular Evenings, Parent Council and Parent Focus Group meetings.
- Our behaviour management policy aims to be consistent, fair, positive, inclusive and supportive with the flexibility to support individuals where necessary.
- Learning is planned to take account of the needs and learning styles of all children.
- Forward plans show clear differentiation in learning targets at all stages from Nursery to Primary Seven.
- There is a clear staged procedure in place for pupils with Additional Support Needs in order to reduce barriers to learning. This includes the use of Individual plans for those who would benefit from them.
- Barriers to learning are considered and planned for through the use of differentiation and targeted support.
- Diversity is highlighted and celebrated. Different cultures/backgrounds are celebrated in class.
- A recent “Culture Club” has been established – see minutes/action plan for this group. Pupils will lead whole school focus sessions through assembly & class lessons over the course of the year. Plans in place to link with Mackie regarding an art project which celebrates the languages spoken at Dunnottar. .
- Where staff identify learners who require support we respond quickly, accessing available resources and working closely with partner agencies where appropriate. Team planning with ASL staff works effectively to ensure all learners’ needs are being met.
- Vulnerable learners are supported by the Intervention & Prevention Teacher where appropriate. “Seasons for Growth” programme in place.
- Aims and values are readily shared and reinforced through whole school assemblies led by the Depute/Head Teacher.
- Global citizenship is reinforced through extensive charity work carried out by pupils across all stages in the school. This is led by the school’s Charity Group.
- Pupil’s needs are effectively noted and targeted through use of concern forms, tracking meetings, deployment of staff including both Pupil Support Assistant and Support for Learning staff.
- Our Educational Psychologist is used to good effect addressing concerns and supporting learners within our school. Informal consultations are used regularly to support teaching staff. Formal consultations support multi-agency working. Other agencies including Health & Social Work provide effective support in order to reduce barriers to learning for some of our learners.
- Clear procedures are in place regarding child protection. There are annually reviewed and all staff are involved in this. (Prompt cards/detailed PowerPoint shared annually.) All staff have undertaken Child Protection training and a clear protocol is in place for when concerns arise in this area.
- The curriculum is differentiated to meet the universal needs of individuals and groups and technology is used to support learners as appropriate.
- PSAs are targeted to need on a priority basis.
- The ASN Audit is updated termly following discussion between class/ASL teachers and SLT and in line with termly tracking discussions based on assessment data.
- Individuals who require additional support are identified using SHANARRI indicators. Where appropriate, an action plan will be drawn up in consultation with parents and relevant partners.
- These plans and the progress made are regularly reviewed at meetings and updated as required.

<ul style="list-style-type: none"> <li>ASL staff undertake the '5 roles of ASL' and liaise closely with colleagues to provide the most appropriate support.</li> <li>Our model of curriculum delivery from Nursery to P7 ensures that learners are familiar with a wider range of staff, and that teachers have a better knowledge &amp; understanding of the needs of individual learners which impacts positively on internal transitions. (House challenges and focus weeks.)</li> </ul>
<i>Next steps</i>
<ul style="list-style-type: none"> <li>Impact of our work on Visible Learning as part of our Improvement Plan this session – eg The Learning Pit, Reflective Language, Growth Mindset etc.</li> <li>Further promote/support the development of extra-curricular clubs which promote diversity.</li> <li>Links with the Library Services – Bookbug event.</li> <li>Increase parental participation and involvement.</li> <li>Whole school assemblies to have a clear RRS focus.</li> <li>Planned time for SfL discussions with CT to ensure equality and inclusion for children with additional support needs. Aiming towards dyslexia friendly and autistic friendly status.</li> </ul>
How do we know? – reference to:
<ul style="list-style-type: none"> <li>“Looking Inwards” (ie, sources used for self-evaluation in the school)</li> </ul>
<ul style="list-style-type: none"> <li>Pupil voice groups</li> <li>Feedback – library services</li> <li>Questionnaires.</li> <li>Peer/Self assessments – relating to dyslexia/autism friendly classrooms.</li> </ul>
<ul style="list-style-type: none"> <li>“Looking Outwards” (ie, self-evaluation via collaboration with partners)</li> </ul>
<ul style="list-style-type: none"> <li>Questionnaires to parents following IEP reviews/Multi-agency meetings</li> <li>Professional discussions - using the knowledge of other professionals to challenge our thinking (ASL/EP)</li> <li>Evaluation results – ASN information passing procedures</li> </ul>

### **What is our capacity for improvement?**

<ul style="list-style-type: none"> <li>Teacher professionalism / opportunities for professional learning</li> <li>Growth Mindset – Staff sessions being led by SG (parent).</li> <li>Big Maths training/targeted sessions of support.</li> <li>1+2 support led by CG as Languages Ambassador.</li> <li>Learning and Teaching - Targeted sessions led by LW &amp; FT (HT support)</li> <li>Staff development sessions – moderation (Listening &amp; Talking, Writing and Numeracy)</li> <li>Staff development sessions – effective use of data led by LW &amp; CD</li> </ul>
Leadership at all levels
<ul style="list-style-type: none"> <li>All staff and learners engage in regular evaluation of progress and the identification of future priorities.</li> <li>Staff are asked to reflect, evaluate and identify good practice in moving forward the School Improvement Plan using the “Aberdeenshire Stepping Up” guidelines.</li> <li>New initiatives and their impact are reviewed using appropriate data, with amendments made where necessary. Big Maths to be evaluated using professional judgements and INCAS results for mental maths.</li> </ul>
<ul style="list-style-type: none"> <li>Engagement with parents and partners</li> </ul>
<b>Parents</b>

- Parents/Carer from Nursery & School have been involved in either a Survey Monkey or paper questionnaires linking to school improvement.
- From feedback received we have made some improvements to our reporting processes for this session and we will further consult our parents on these changes.
- Regular reviews and evaluations of systems will be ongoing throughout next session. (Our school Homework Policy and use of the Interactive Learning Diaries to report to parents/carers in particular.)
- Active and supportive Parent Council – quality termly discussions concerning school improvements.
- Nursery staff involved in the review of policies.

#### **Future Priorities**

Prioritise the use of pupil voice groups when considering school improvement.  
Improve consultation through Parent Council to improve the curricular events being offered.  
Improve consultation through parent groups to improve the knowledge and understanding of “Reporting” in the wider sense.

#### **Partners**

Continue to work with partner agencies and the wider community to reflect on the work of the school and identify future opportunities to work together. Improve links with the Community Centre, particular focus on family learning and transition programmes.

#### **4. Appendices**

Attached are action plans linking to priorities for session 2016-2017

- Digital Literacy
- 1+2 Modern Languages
- RME
- Science

Key Theme: Digital Literacy	PROJECT PLAN No. 1 Title: Improving the use of Digital Literacy from Nursery to P7. Lead: Caroline Duncan Team: All Staff					QIs from HGIOS 4		
Project Activity	Measures of Success	Deadline	Y1	Y2	Y3	1	2	3
Audit of current resources available. (Laptops, iPads/iPad minis, desktop computers, Beebots, Smartboards, Apple TVs etc...)	Clear list created of available IT resources.	August 2016	✓			✓		
Purchase new resources. Laptops/iPads/Apple TVs/Sphero/Drone.	Increased use of digital technology being used in the Nursery and School.	October 2016	✓			✓		
Review/evaluate the use of Education City as a resource. Provide further training/buddy system for those requiring more support. Sarah Reid and Sarah MacKenzie to lead following their training.	Increased confidence in using Education City. Increased use of Education City.	September 2016	✓				✓	
Organise CLPD for all staff to attend. Susan Sey to lead sessions with CTs/PSAs. Improved use of iPads - new app advice. Lesson ideas linked to CfE when using "Dash & Dot" products. Lesson ideas linked to CfE when using drones/Sphero. Lesson ideas linked to CfE when using Apple TVs.	Increased confidence across the school in use of new digital products.	October 2016	✓					
Review/evaluate the use of Giglets as a reading resource. Provide further training/buddy system for those requiring more support.	Increased confidence in using Giglets. Increased use of Giglets.	November 2016	✓				✓	
Establish "Learning Hub" sessions. Monthly drop-in sessions to support a range of IT training needs across the school.	Staff questionnaires following the introduction of "Learning Hubs", positive results.	On-going throughout 2016/17	✓			✓		
Establish "Digital Leaders" pupil group. Representation from each class to attend. "Digital Leaders" - create movies which will be used to report to parents.	P1-7 representatives increased confidence in using iMovies. Reps able to cascade their learning to their peers.	On-going throughout 2016/17	✓			✓		
Further develop the use of ILD (interactive Learning Diaries) as a tool to report to parents.	Increased confidence across the school in the use of ILD.	On-going throughout 2016/17	✓				✓	

Key Theme: RME	PROJECT PLAN No. 1 Title: Improving RME from Nursery to P7. Lead: Judith Marshall & Emma Harley Team: Jean Scott & Kathleen Stewart					QIs from HGIOS 4		
	Project Activity	Measures of Success	Deadline	Y1	Y2	Y3	1	2
Audit of current resources available	Clear list created of available RME resources.	December 2016	✓			✓		
Review and evaluate current planners	Agreed plan for next steps.	September 2016	✓				✓	
Consult with cluster schools regarding planning	Agreed plan for next steps.	October 2016	✓				✓	
Adapt planning format in line with Aberdeenshire Frameworks	Agreed new format being used successfully in each class.	November 2016	✓				✓	
Evaluate new planners – alter following collegiate discussions	Class teachers feel that planners are manageable and effective.	April 2016	✓			✓		
Aberdeenshire Benchmarks to be used in line with new planning format. (Work being undertaken from a working group within the authority.)	Benchmarks integrated into new planners.	TBC		✓			✓	

Key Theme: 1+2	PROJECT PLAN No. 1 Title: 1+2 Modern Languages Lead: Caroline Gibson & Erin Murray Team: Sarah Reid & Tracey Black					Qis from HGIOS 4		
Project Activity	Measures of Success	Deadline	Y1	Y2	Y3	1	2	3
Increase staff awareness of Aberdeenshire Council's Modern Languages Frameworks	All staff familiar with the Frameworks	December 2016	✓				✓	
Conduct audit of school community language capabilities – create a pupil language group.	Overview of staff and school community language capability complied.	November 2016	✓					✓
Explore approaches to transition for 1+2 in other schools/clusters/authorities.	Evidence of staff attempting a variety of approaches from Glow/Education Scotland etc...	November 2016	✓				✓	
Staff to increase confidence in using the Modern Languages E&Os and SALs.	E&Os and SALs used in planning process.	April 2017	✓				✓	
Introduce whole staff “phrase of the week” for routines etc... - introduced in assembly by the pupil language group.	All pupils/staff engaging/attempting to use the phrase of the week.	November 2016	✓			✓		
Whole school to sing a French song at a whole school event. (eg. Christmas)	Successful performance of a French song at whole school event.	December 2016	✓					✓

Key Theme: Science	PROJECT PLAN No. 1 Title: Science Working Group Lead: Sarah Mackenzie & Cassie Travers Team: Clare Marshall & Mairi Stewart					Qis from HGIOS 4			
	Project Activity	Measures of Success	Deadline	Y1	Y2	Y3	1	2	3
Complete Years 1 & 2 of the "I can" statements in line with school Science planners.	Planners completed and ready for use.	November 2016	✓				✓		
Audit of current resources available.	Clear list created of available Science resources.	February 2017	✓			✓			
Purchase new resources if required.	Quality resources being used effectively in the Nursery and School.	February 2017	✓			✓			
Organise CLPD for all staff to attend.	Increased confidence across the school when teaching Science	June 2017	✓			✓			
Improved links with Mackie regarding resources and support.	Increased confidence across the school when teaching Science	On-going	✓						
Improved links with Mackie to support transition and moderation. Visits to/from Mackie.	Staff questionnaires following the moderation activities - positive results.	February 2017	✓				✓		
Investigate grants for Stem Clubs/Science projects. <a href="http://www.stemclubs.net/">http://www.stemclubs.net/</a>	Funds granted.	On-going	✓			✓			